

**Grade, Subject:** 11/12, AP® Literature and Composition

**Strand (Unit):** Human Potential (Short Fiction, Poetry, Longer Fiction/Drama

**Big Idea(s):** Every human has the potential to contribute and shape the world. Through attempts to shape, man must be reflective of his actions and their corresponding reactions. It is through these actions and reflections that he recognizes his own capacity to transform himself and/or others.

**© College Board Standards and Skills:**

- 1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.
- 1.B Explain the function of a character changing or remaining unchanged.
- 2.A Identify and describe specific textual details that convey or reveal a setting.
- 3.A Identify and describe how plot orders events in a narrative.
- 3.B Explain the function of a particular sequence of events in a plot.
- 3.C Explain the function of structure in a text.
- 3.D Explain the function of contrasts within a text.
- 3.E Explain the function of a significant event or related set of significant events in a plot.
- 3.F Explain the function of conflict in a text.
- 4.A Identify and describe the narrator or speaker of a text.
- 4.B Identify and explain the function of point of view in a narrative.
- 5.B Explain the function of specific words and phrases in a text.
- 6.A Identify and explain the function of a simile.
- 6.B Identify and explain the function of a metaphor.
- 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
- 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- 7.E Demonstrate control over the elements of composition to communicate clearly.

**PA Core Standards:**

- CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.
- CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

- CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful in aiding comprehension.
- CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters
- CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

**PA Career Standards**

- 1.3.1.11: B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 1.3.2.11: A. Apply effective speaking and listening skills used in a job interview.
- 1.3.3.11: A. Evaluate personal attitudes and work habits that support career retention and advancement.
- 1.3.3.11: B. Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging reflecting, restating, and summarizing.
- 1.3.3.11: C. Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, and problem solving.
- 1.3.3.11: E. Evaluate time management strategies and their application to both personal and work situations.
- 1.3.3.11: F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- 1.3.3.11: G. Evaluate the impact of lifelong learning on career retention and advancement.

**Essential Questions:**

- How do characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters?
- How does a text’s setting and the details associated with it not only depict a time and place, but also convey values associated with that setting?
- How do structural choices and the arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information contribute to the reader’s interpretation of a text?
- How does the narrator's or speaker’s perspective control the details and emphasize how readers experience and interpret a text?
- How do readers establish and communicate their interpretations of literature through arguments supported by textual evidence?
- How do comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text?

**Concepts/Understandings (SWKT . . .):**

- Description, dialogue, and behavior reveal characters to readers and come from the speaker, narrator, other characters, or the characters themselves.
- Perspective, shaped and revealed by relationships with others, environment and events, is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships.
- Setting includes the time and place during which the events of the text occur.
- Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and effect relationship.
- The dramatic situation of a narrative includes the setting and action of the plot and how that narrative develops to place characters in conflict(s), and often involves the rising or falling fortunes of a main character or set of characters.

- Plot and the exposition that accompanies it focus readers' attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting.
- Narrators or speakers, which are not necessarily the author, relate accounts to readers and establish a relationship between the text and the reader.
- Perspective refers to how narrators, characters, or speakers see their circumstances, while point of view refers to the position from which a narrator or speaker relates the events of a narrative.
- The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters.
- Narrators may also be characters, and their role as characters may influence their perspective.
- First-person narrators are involved in the narrative; their relationship to the events of the plot and the other characters shapes their perspective.
- Third-person narrators', our outside observer's, knowledge about events and characters may range from observational to all knowing, which shapes their perspective.
- In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.
- Characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.
- Line and stanza breaks contribute to the development and relationship of ideas in a poem.
- The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem.
- A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.

- Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery.
- Contrasts are the result of shifts or juxtapositions or both.
- Shifts may be signaled by a word, a structural convention, or punctuation.
- Shifts may emphasize contrasts between particular segments of a text.
- An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses.
- Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation.
- Words or phrases may be repeated to emphasize ideas or associations.
- Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize those words and their associations or representations.
- A simile uses the words “like” or “as” to liken two objects or concepts to each other, which likens two different things to transfer traits or qualities from one to another.
- A metaphor implies similarities between two (usually unrelated) concepts or objects in order to reveal or emphasize one or more things about one of them, though the differences between the two may also be revealing.
- Interpretation of a metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.
- The description of a character creates certain expectations for that character’s behaviors; how a character does or does not meet those expectations affects a reader’s interpretation of that character.
- Details associated with a character and/or used to describe a character contribute to a reader’s interpretation of that character.
- Readers’ understanding of a character’s perspective may depend on the perspective of the narrator or speaker.
- A character’s perspective may shift during the course of a narrative.

- When narrators, characters, or speakers compare another character to something or someone else, they reveal their perspective on the compared character and may also reveal something innate about the compared character.
- Readers can infer a character's motives from that character's actions or inactions.
- A dynamic character who develops over the course of the narrative often makes choices that directly or indirectly affect the climax and/or the resolution of that narrative.
- Character changes can be visible and external, such as changes to health or wealth, or can be internal, psychological, or emotional changes; external changes can lead to internal changes, and vice versa.
- Some characters remain unchanged or are largely unaffected by the events of the narrative.
- Setting includes the social, cultural, and historical situation during which the events of the text occur.
- A story, or narrative, is delivered through a series of events that relate to a conflict.
- Events include episodes, encounters, and scenes in a narrative that can introduce and develop a plot.
- The significance of an event depends on its relationship to the narrative, the conflict, and the development of characters.
- Conflict is tension between competing values either within a character, known as internal or psychological conflict, or with outside forces that obstruct a character in some way, known as external conflict.
- A text may contain multiple conflicts. Often two or more conflicts in a text intersect.
- Inconsistencies in a text may create contrasts that represent conflicts of values or perspectives.
- A thesis statement expresses an interpretation of a literary text and requires a defense through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.

	<ul style="list-style-type: none"><li>● A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</li><li>● A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement</li><li>● A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.</li><li>● Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</li><li>● Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</li><li>● Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</li><li>● Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</li><li>● Grammar and mechanics that follow established conventions of language allow writers to clearly communicate their interpretation of a text.</li></ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"><li>● Perspective</li><li>● Motivation</li><li>● Static</li><li>● Dynamic</li><li>● Narrative</li><li>● Structure</li><li>● Contrast</li><li>● Narrator</li><li>● Speaker</li><li>● Point of View</li></ul>	<p><b><u>Competencies/Skills (SW . . . ):</u></b></p> <ul style="list-style-type: none"><li>● Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li><li>● Explain the function of a character changing or remaining unchanged.</li><li>● Identify and describe specific textual details that convey or reveal a setting.</li><li>● Identify and describe how plot orders events in a narrative.</li><li>● Explain the function of a particular sequence of events in a plot.</li><li>● Explain the function of structure in a text.</li><li>● Explain the function of contrasts within a text.</li></ul>

- Simile
- Metaphor
- Claim
- Thesis
- Argumentation
- Line of Reasoning
- Shift
- Antecedent
- Referent
- Ambiguity
- Plot
- Exposition
- Conflict
- Aggregation
- Allusion

- Explain the function of a significant event or related set of significant events in a plot.
- Explain the function of conflict in a text.
- Identify and describe the narrator or speaker of a text.
- Identify and explain the function of point of view in a narrative.
- Explain the function of specific words and phrases in a text.
- Identify and explain the function of a simile.
- Identify and explain the function of a metaphor.
- Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- Demonstrate control over the elements of composition to communicate clearly.

**Assessments:**

- Timed Writing: Literary Argument Essay on *Crime and Punishment*
- Timed Writing: Literary Argument Essay on *Heart of Darkness* and/or *Things Fall Apart* and/or *A Streetcar Named Desire*
- Timed Writing: Poetry Analysis Essay - selection to be decided, based on past exam prompt or chosen from The Princeton Review for AP® Literature and Composition
- Timed Writing: Prose Analysis Essay - selection to be decided based on past exam prompt or chosen from The Princeton Review for AP® Literature and Composition
- 3-4 Multiple Choice Assessments from AP® Central or Princeton Review Guides (at least six times per semester)

**Resources:**

Exemplar Texts:

*Crime and Punishment*, by Dostoyevsky

*Heart of Darkness*, by Conrad

*Things Fall Apart*, by Achebe

Plays (choose one):

*The Glass Menagerie*, by Williams

*A Streetcar Named Desire*, by Williams

Short Stories (choose two):

“The Country Doctor”, by Franz Kafka

“The Metamorphosis”, by Franz Kafka

“The Open Boat”, by Steven Crane

“Bartelby the Scrivener”, Herman Melville

Poetry:

T.S Eliot, “The Hollow Men”

Sylvia Plath, “Words”

Percy Bysshe Shelley, “Ozymandias”

**Grade, Subject:** 11/12, AP® Literature and Composition

**Strand (Unit):** Love and Commitment

**Big Idea(s):**

How we express our love and demonstrate our commitment for others manifests in different ways. These manifestations are sometimes misunderstood or misinterpreted depending on perspective and point of view. Human capacity for love and commitment can alter the trajectory of our lives for better or worse: we can be bound to the past or desperately searching for our future.

**© College Board Standards and Skills:**

- 1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.
- 1.B Explain the function of a character changing or remaining unchanged.
- 1.C Explain the function of contrasting characters.
- 1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another.
- 2.A Identify and describe specific textual details that convey or reveal a setting.
- 2.B Explain the function of setting in a narrative.
- 2.C Describe the relationship between a character and a setting.
- 3.A Identify and describe how plot orders events in a narrative.

- 3.C Explain the function of structure in a text.
- 3.D Explain the function of contrasts within a text.
- 3.E Explain the function of a significant event or related set of significant events in a plot.
- 3.F Explain the function of conflict in a text.
- 4.A Identify and describe the narrator or speaker of a text.
- 4.B Identify and explain the function of point of view in a narrative.
- 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- 5.A Distinguish between the literal and figurative meanings of words and phrases.
- 5.B Explain the function of specific words and phrases in a text.
- 5.C Identify and explain the function of a symbol.
- 5.D Identify and explain the function of an image or imagery.
- 6.B Identify and explain the function of a metaphor.
- 6.C Identify and explain the function of personification.
- 6.D Identify and explain the function of an allusion.
- 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- 7.E Demonstrate control over the elements of composition to communicate clearly

**PA Common Core Standards:**

- CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
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- CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
- CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

- CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
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- CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

**PA Career Standards:**

- 1.3.1.11: B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 1.3.2.11: A. Apply effective speaking and listening skills used in a job interview.
- 1.3.3.11: A. Evaluate personal attitudes and work habits that support career retention and advancement.

- 1.3.3.11: B. Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging reflecting, restating, and summarizing.
- 1.3.3.11: C. Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, and problem solving.
- 1.3.3.11: E. Evaluate time management strategies and their application to both personal and work situations.
- 1.3.3.11: F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- 1.3.3.11: G. Evaluate the impact of lifelong learning on career retention and advancement.

**Essential Questions:**

- How do characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters?
- How does a text's setting and the details associated with it not only depict a time and place, but also convey values associated with that setting?
- How do structural choices and the arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information contribute to the reader's interpretation of a text?
- How does the narrator's or speaker's perspective control the details and emphasize how readers experience and interpret a text?
- How do readers establish and communicate their interpretations of literature through arguments supported by textual evidence?
- How do comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text?

**Concepts/Understandings (SWKT . . .):**

- The significance of characters is often revealed through their agency and through nuanced descriptions.
- Characters' choices—in speech, action, and inaction—reveal what they value.
- The main character in a narrative is the protagonist; the antagonist in the narrative opposes the protagonist and may be another character, the internal conflicts of the protagonist, a collective (such as society), or nature.
- Protagonists and antagonists may represent contrasting values.
- Conflict among characters often arises from tensions generated by their different value systems.
- A setting may help establish the mood and atmosphere of a narrative.
- Some patterns in dramatic situations are so common that they are considered archetypes, and these archetypes create certain expectations for how the dramatic situations will progress and be resolved.
- The differences highlighted by a contrast emphasize the particular traits, aspects, or characteristics important for comparison of the things being contrasted.
- Contrasts often represent conflicts in values related to character, narrator, or speaker perspectives on ideas represented by a text.
- Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.
- Narrative distance refers to the physical distance, chronological distance, relationships, or emotional investment of the narrator to the events or characters of the narrative.

- Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description.
- The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text.
- Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.
- The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay
- The body paragraphs of a written argument develop the reasoning and justify claims using evidence and providing commentary that links the evidence to the overall thesis.
- Effective paragraphs are cohesive and often use topic sentences to state a claim and explain the reasoning that connects the various claims and evidence that make up the body of an essay
- Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.
- Writers achieve coherence when the arrangement and organization of reasons, evidence, ideas, or details is logical. Writers may use transitions, repetition, synonyms, pronoun references, or parallel structure to indicate relationships between and among those reasons, evidence, ideas, or details.

- Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem. Note: The AP Exam will not require students to label or identify specific rhyme schemes, metrical patterns, or forms of poetry.
- Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem.
- Structures combine in texts to emphasize certain ideas and concepts.
- Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.
- Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers' interaction with the text.
- Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object.
- Descriptive words, such as adjectives and adverbs, contribute to sensory imagery.
- An image can be literal or it can be a form of a comparison that represents something in a text through associations with the senses.
- A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text.
- Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared.
- Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective.
- An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images.
- Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison

	<ul style="list-style-type: none"> <li>● Personification is a type of comparison that assigns a human trait or quality to a nonhuman object, entity, or idea, thus characterizing that object, entity, or idea</li> <li>● Allusions in a text can reference literary works including myths and sacred texts; other works of art including paintings and music; or people, places, or events outside the text.</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Extended metaphor</li> <li>● Symbol</li> <li>● Qualify</li> <li>● Hyperbolic</li> <li>● Form</li> <li>● Nuance</li> <li>● Connotation</li> <li>● Denotation</li> <li>● Coherence</li> <li>● Transition</li> <li>● Repetition</li> <li>● Pronouns</li> <li>● Parallel structure</li> <li>● Cohesivity</li> <li>● Justification</li> <li>● Tone</li> <li>● Stream of consciousness</li> <li>● Foil</li> <li>● Imagery</li> <li>● Allusion</li> <li>● Personification</li> <li>● Commentary</li> <li>● Literal</li> <li>● Figurative</li> <li>● Meter</li> <li>● Scanson</li> </ul>	<p><b><u>Competencies/Skills (SW . . . ):</u></b></p> <ul style="list-style-type: none"> <li>● Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li> <li>● Explain the function of a character changing or remaining unchanged.</li> <li>● Explain the function of contrasting characters.</li> <li>● Describe how textual details reveal nuances and complexities in characters’ relationships with one another.</li> <li>● Identify and describe specific textual details that convey or reveal a setting.</li> <li>● Explain the function of setting in a narrative.</li> <li>● Describe the relationship between a character and a setting.</li> <li>● Identify and describe how plot orders events in a narrative.</li> <li>● Explain the function of structure and contrasts in a text.</li> <li>● Explain the function of a significant event or related set of significant events in a plot, including conflict.</li> <li>● Identify and describe the narrator or speaker of a text and the function of point of view</li> <li>● Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</li> <li>● Distinguish between the literal and figurative meanings of words and phrases.</li> <li>● Explain the function of specific words and phrases in a text.</li> <li>● Identify and explain the function of an image or imagery, metaphor, personification, symbol and allusion.</li> <li>● Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> </ul>

- Metrical pattern
- Rhyme Scheme
- Stanza
- Character distance
- Archetype
- Perspective
- Motivation
- Static
- Dynamic
- Narrative
- Structure
- Contrast
- Narrator
- Shift
- Antecedent
- Referent
- Ambiguity

- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Demonstrate control over the elements of composition to communicate clearly

**Assessments:**

Timed Writing: Literary Argument Essay on *Song of Solomon*

Timed Writing: Literary Argument Essay on *Hamlet* or *King Lear*

Timed Writing: Poetry Analysis Essay - selection to be decided, based on past exam prompt or chosen from The Princeton Review for AP® Literature and Composition

Timed Writing: Prose Analysis Essay - selection to be decided based on past exam prompt or chosen from The Princeton Review for AP® Literature and Composition

3-4 Multiple Choice Assessments from AP® Central or Princeton Review Guides (at least six times per semester)

**Resources:**

Exemplar Texts:

*Song of Solomon*, Toni Morrison

Plays (choose one)

*King Lear* by William Shakespeare

*Hamlet* by William Shakespeare

Short Stories:

“Two Kinds” by Amy Tan

Poetry:

Langston Hughes, “*I, too*”

Pablo Neruda, “*Don’t Go Far Off*”

A.E. Housman, “*The Rain, It Streams on Stone and Hillock*”

e. e. cummings “*Somewhere I have never traveled, gladly beyond*”

**Grade, Subject:** 11/12, AP® English Literature and Composition

**Strand (Unit):** Order and Disorder

**Big Idea(s):**

In an effort to understand humanity’s flaws and follies, writers often create satirical works to explore human frailty and societal shortcomings.

**© College Board Standards and Skills:**

- 1.B Explain the function of a character changing or remaining unchanged.
- 1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another.
- 2.B Explain the function of setting in a narrative.
- 2.C Describe the relationship between a character and a setting.
- 3.A Identify and describe how plot orders events in a narrative.
- 3.B Explain the function of a particular sequence of events in a plot.
- 3.C Explain the function of structure in a text.
- 3.D Explain the function of contrasts within a text.
- 4.D Explain how a narrator’s reliability affects a narrative.
- 5.C Identify and explain the function of a symbol.
- 5.D Identify and explain the function of an image or imagery.
- 6.A Identify and explain the function of a simile.

- 6.C Identify and explain the function of personification.
- 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- 7.E Demonstrate control over the elements of composition to communicate clearly.

**PA Common Core Standards:**

- CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.
- CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as

varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

- CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

**PA Career Standards:**

- 1.3.1.11: B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 1.3.2.11: A. Apply effective speaking and listening skills used in a job interview.
- 1.3.3.11: A. Evaluate personal attitudes and work habits that support career retention and advancement.
- 1.3.3.11: B. Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, and summarizing.
- 1.3.3.11: C. Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, and problem solving.
- 1.3.3.11: E. Evaluate time management strategies and their application to both personal and work situations.
- 1.3.3.11: F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- 1.3.3.11: G. Evaluate the impact of lifelong learning on career retention and advancement.

**Essential Questions:**

- How do characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters?
- How does a text’s setting and the details associated with it not only

**Concepts/Understandings (SWKT . . .):**

- The significance of characters is often revealed through their agency and through nuanced descriptions.
- Characters’ choices—in speech, action, and inaction— reveal what they value.
- Conflict among characters often arises from tensions generated by their

depict a time and place, but also convey values associated with that setting?

- How do structural choices and the arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information contribute to the reader's interpretation of a text?
- How does the narrator's or speaker's perspective control the details and emphasize how readers experience and interpret a text?
- How do readers establish and communicate their interpretations of literature through arguments supported by textual evidence?
- How do comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text?

different value systems.

- Some patterns in dramatic situations are so common that they are considered archetypes, and these archetypes create certain expectations for how the dramatic situations will progress and be resolved.
- The differences highlighted by a contrast emphasize the particular traits, aspects, or characteristics important for comparison of the things being contrasted.
- Contrasts often represent conflicts in values related to character, narrator, or speaker perspectives on ideas represented by a text.
- Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.
- Narrative distance refers to the physical distance, chronological distance, relationships, or emotional investment of the narrator to the events or characters of the narrative.
- Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description.
- The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text.
- Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.
- The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay
- The body paragraphs of a written argument develop the reasoning and justify claims using evidence and providing commentary that links the evidence to the overall thesis.
- Effective paragraphs are cohesive and often use topic sentences to state a

claim and explain the reasoning that connects the various claims and evidence that make up the body of an essay

- Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.
- Writers achieve coherence when the arrangement and organization of reasons, evidence, ideas, or details is logical. Writers may use transitions, repetition, synonyms, pronoun references, or parallel structure to indicate relationships between and among those reasons, evidence, ideas, or details.
- Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem. Note: The AP Exam will not require students to label or identify specific rhyme schemes, metrical patterns, or forms of poetry.
- Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem.
- Structures combine in texts to emphasize certain ideas and concepts.
- Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.
- Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers' interaction with the text.
- Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object.
- Descriptive words, such as adjectives and adverbs, contribute to sensory imagery.
- An image can be literal or it can be a form of a comparison that represents something in a text through associations with the senses.
- A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text.
- Metaphorical comparisons do not focus solely on the objects being

	<p>compared; they focus on the particular traits, qualities, or characteristics of the things being compared.</p> <ul style="list-style-type: none"> <li>● Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective.</li> <li>● An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images. FIG-1.U Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison</li> <li>● Personification is a type of comparison that assigns a human trait or quality to a nonhuman object, entity, or idea, thus characterizing that object, entity, or idea</li> <li>● Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence between sentences and paragraphs by showing relationships between ideas.</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Satire</li> <li>● Horatian satire</li> <li>● Juvenalian satire</li> <li>● Irony</li> <li>● Situational Irony</li> <li>● Sarcasm</li> <li>● Verbal Irony</li> <li>● Dramatic Irony</li> <li>● Burlesque</li> <li>● Parody</li> <li>● Caricature</li> <li>● Juxtaposition</li> <li>● Incongruity</li> <li>● Double Entendre</li> <li>● Malapropism</li> </ul>	<p><b><u>Competencies/Skills (SW . . . ):</u></b></p> <ul style="list-style-type: none"> <li>● Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li> <li>● Explain the function of a character changing or remaining unchanged.</li> <li>● Explain the function of contrasting characters.</li> <li>● Describe how textual details reveal nuances and complexities in characters’ relationships with one another.</li> <li>● Identify and describe specific textual details that convey or reveal a setting.</li> <li>● Explain the function of setting in a narrative.</li> <li>● Describe the relationship between a character and a setting.</li> <li>● Identify and describe how plot orders events in a narrative.</li> <li>● Explain the function of structure in a text.</li> <li>● Explain the function of contrasts within a text.</li> <li>● Explain the function of a significant event or related set of significant events in a plot.</li> <li>● Explain the function of conflict in a text.</li> </ul>

- Oxymoron
- Travesty
- Understatement
- Lamoon
- Epigram
- Absurdism
- Anachronism
- Exaggeration
- Overstatement
- Diminution
- Topical
- Bureaucracy
- Culture jamming
- Hierarchy
- Mockery

- Identify and describe the narrator or speaker of a text.  
Identify and explain the function of point of view in a narrative.
- Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.
- Distinguish between the literal and figurative meanings of words and phrases.
- Explain the function of specific words and phrases in a text.
- Identify and explain the function of a symbol.
- Identify and explain the function of an image or imagery.
- Identify and explain the function of a metaphor.
- Identify and explain the function of personification.
- Identify and explain the function of an allusion.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- Demonstrate control over the elements of composition to communicate clearly

**Assessments:**

Timed Writing: Literary Argument Essay on *Catch-22*

Timed Writing: Literary Argument Essay on *Rosencrantz and Guildenstern are Dead* or *Waiting for Godot*

Timed Writing: Poetry Analysis Essay - selection to be decided, based on past exam prompt or chosen from The Princeton Review for AP® Literature and Composition

Timed Writing: Prose Analysis Essay - selection to be decided based on past exam prompt or chosen from The Princeton Review for AP® Literature and Composition

3-4 Multiple Choice Assessments from AP® Central or Princeton Review Guides (at least six times per semester)

**Resources:**

Exemplar Texts:

*Catch-22*, Joseph Heller

Plays (Pick One):

*Rosencrantz and Guildenstern are Dead*, Tom Stoppard

*Waiting for Godot*, Beckett

Short Stories:

“The Story of an Hour”, Kate Chopin

“A Rose for Emily”, Faulkner

Poetry:

Randall Jarrell, “The Death of the Ball Turret Gunner”

W.H. Auden, “The Unknown Citizen”

Emily Dickinson, “Much madness is divinest sense”

Langston Hughes, “Genius Child”

**Grade, Subject:** 11/12, AP® English Literature and Composition

**Strand (Unit):** Past and Present, Nature and Nurture

**Big Idea(s):** Life is filled with impressions, observations, actions and reactions. Every human must decide how and whether these experiences will influence our present and future. These experiences can bind us from progress, or change to alter the trajectory of our lives for the better.

**© College Board Standards and Skills:**

- 1.B Explain the function of a character changing or remaining unchanged.
- 1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another.
- 2.B Explain the function of setting in a narrative.
- 2.C Describe the relationship between a character and a setting.
- 3.A Identify and describe how plot orders events in a narrative.
- 3.B Explain the function of a particular sequence of events in a plot.
- 4.D Explain how a narrator’s reliability affects a narrative.
- 5.C Identify and explain the function of a symbol.

- 5.D Identify and explain the function of an image or imagery.
- 6.A Identify and explain the function of a simile.
- 6.C Identify and explain the function of personification.
- 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- 7.E Demonstrate control over the elements of composition to communicate clearly.

**PA Common Core Standards:**

- CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.
- CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

- CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

**PA Career Standards:**

- 1.3.1.11: B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 1.3.2.11: A. Apply effective speaking and listening skills used in a job interview.
- 1.3.3.11: A. Evaluate personal attitudes and work habits that support career retention and advancement.
- 1.3.3.11: B. Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, and summarizing.
- 1.3.3.11: C. Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, and problem solving.
- 1.3.3.11: E. Evaluate time management strategies and their application to both personal and work situations.
- 1.3.3.11: F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- 1.3.3.11: G. Evaluate the impact of lifelong learning on career retention and advancement.

**Essential Questions:**

- How do characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters?

**Concepts/Understandings (SWKT . . .):**

- The significance of characters is often revealed through their agency and through nuanced descriptions.
- Characters’ choices—in speech, action, and inaction—reveal what they

- How does a text's setting and the details associated with it not only depict a time and place, but also convey values associated with that setting?
- How do structural choices and the arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveal information contribute to the reader's interpretation of a text?
- How does the narrator's or speaker's perspective control the details and emphasize how readers experience and interpret a text?
- How do readers establish and communicate their interpretations of literature through arguments supported by textual evidence?
- How do comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text?

value.

- The main character in a narrative is the protagonist; the antagonist in the narrative opposes the protagonist and may be another character, the internal conflicts of the protagonist, a collective (such as society), or nature.
- Conflict among characters often arises from tensions generated by their different value systems.
- Some patterns in dramatic situations are so common that they are considered archetypes, and these archetypes create certain expectations for how the dramatic situations will progress and be resolved.
- The differences highlighted by a contrast emphasize the particular traits, aspects, or characteristics important for comparison of the things being contrasted.
- Contrasts often represent conflicts in values related to character, narrator, or speaker perspectives on ideas represented by a text.
- Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.
- Narrative distance refers to the physical distance, chronological distance, relationships, or emotional investment of the narrator to the events or characters of the narrative.
- Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description.
- The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text.
- Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.
- The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.
- A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- A line of reasoning is communicated through commentary that explains

the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay

- Effective paragraphs are cohesive and often use topic sentences to state a claim and explain the reasoning that connects the various claims and evidence that make up the body of an essay
- Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.
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- Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem. Note: The AP Exam will not require students to label or identify specific rhyme schemes, metrical patterns, or forms of poetry.
- Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem.
- Structures combine in texts to emphasize certain ideas and concepts.
- Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.
- Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers' interaction with the text.
- Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object.
- Descriptive words, such as adjectives and adverbs, contribute to sensory imagery.
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- An image can be literal or it can be a form of a comparison that

	<p>represents something in a text through associations with the senses.</p> <ul style="list-style-type: none"><li>● Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared.</li><li>● Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective.</li><li>● An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images.</li><li>● Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison</li></ul>
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**Vocabulary:**

- Perspective
- Motivation
- Static
- Dynamic
- Narrative
- Structure
- Contrast
- Narrator
- Speaker
- Point of View
- Simile
- Metaphor
- Claim
- Thesis
- Argumentation
- Line of Reasoning
- Shift
- Antecedent
- Referent
- Ambiguity
- Plot
- Exposition
- Conflict
- Symbol
- Diction
- Syntax
- Imagery
- Imagism
- Modernism
- Fragmentation
- Objective Correlative

**Competencies/Skills (SW . . .):**

- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- Explain the function of a character changing or remaining unchanged.
- Explain the function of contrasting characters.
- Describe how textual details reveal nuances and complexities in characters' relationships with one another.
- Identify and describe specific textual details that convey or reveal a setting.
- Explain the function of setting in a narrative.
- Describe the relationship between a character and a setting.
- Identify and describe how plot orders events in a narrative.
- Explain the function of structure in a text.
- Explain the function of contrasts within a text.
- Explain the function of a significant event or related set of significant events in a plot.
- Explain the function of conflict in a text.
- Identify and describe the narrator or speaker of a text.  
Identify and explain the function of point of view in a narrative.
- Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- Distinguish between the literal and figurative meanings of words and phrases.
- Explain the function of specific words and phrases in a text.
- Identify and explain the function of a symbol.
- Identify and explain the function of an image or imagery.
- Identify and explain the function of a metaphor.
- Identify and explain the function of personification.
- Identify and explain the function of an allusion.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

**Assessments:**

Timed Writing: Literary Argument Essay on *East of Eden*

Timed Writing: Literary Argument Essay on “Death of a Salesman”

Timed Writing: Poetry Analysis Essay - selection to be decided, based on past exam prompt or chosen from The Princeton Review for AP® Literature and Composition

Timed Writing: Prose Analysis Essay - selection to be decided based on past exam prompt or chosen from The Princeton Review for AP® Literature and Composition

**Resources:**

Longer Works:

*East of Eden*, Steinbeck

Plays:

*Death of a Salesman*, Miller

Short Stories:

“Soldier’s Home”, Hemingway

Poetry:

T.S. Eliot “The Love Song of J. Alfred Prufrock”

T.S. Eliot , “Preludes”

T.S. “Four Quartets’ Part II: East Coker”

e.e. cummings, “somewhere I have never traveled, gladly beyond”